Hello everyone! WOW are we BUSY!

As you know it’s getting towards the end of year and yet we still have SO much to do! Year 6/7 students are not only preparing for their next step in academic life (High School and School Leaders), they are preparing a play for Presentation Night (it’s going to be a real hoot) and dealing with the fact that Graduation Night is fast approaching (Thursday, December 6th). On top of ALL of that, our 6/7 students are continuing with a jam-packed learning schedule. We have had a great time in Science exploring the Solar Eclipse: an AMAZING event that will have happened by the time you get this newsletter. Literacy continues to intrigue us with fascinating tales and spelling adventures and is all the more exciting as we continue to improve across all areas (don’t forget our WHOLESCHOOL 87% improvement rate). SOSE has allowed us to explore some VERY cool visual stories from the ABC’s “Dust Echoes” collection as well as discover various policies and cultural perspectives held by people and governments in the southern hemisphere. Maths has been a real journey by setting ourselves a target to revise five key areas in just 9 weeks. We are obviously a great team as we are on track to achieve our target!

Keep up the great work team, every day counts … right up to the very last day!

Important dates:

15, 29th November - Prep transition days
14 November - Total Solar Eclipse (early morning event - view at your own risk)
14 November - QSR meeting #2 (Principal and representatives)
22 November - Swayneville Hosting Principal Cluster Meeting
23 November - Roslyn at planning meeting in Mackay
23 November - SUBWAY DAY!
4 December - Election of School Leaders 2013, 1:40pm. All welcome.
5 December - Swimming Carnival
6 December - Year 7 Graduation Dinner
12 December - Presentation Night
13 December - Reports handed out to students
14 December - Final Day of School

Our Learning Objectives: 1. Reading and writing must make sense! 2. Student know what they know, and know what they need to know next!
Grounds work continues …

Those who have been coming into the grounds regularly will have been observing the gradual undertaking of the landscaping that was needed to rejuvenate the grounds after the completion of the new fence.

Star Jasmine has been planted to soften the internal fence around the carpark, while Birds Of Paradise will form an informal hedge to separate the junior play area from the office block.

The stone work will allow for drainage, but the seats and the potted plants soften look.

Additional seats have finally been cemented into the oval - thinking of our parent visitor on sports days, and the prep garden is holding promise.

Thanks to the kids for all their willing labour!

The rainforest area is still work under construction, and the soft fall area is still in the planning stages. Lots to do yet!

Does anyone have a large section of **weld mesh** that they would be willing to donate? We would love to make a hanging wall behind the prep shed, so that each child has their own pot.

**New sports shirts** have been selected to update the sporting uniform for our school. The P&C has endorsed a gradual implementation of the new shirt, commencing 2013. An order form is attached.

The school emblem is on the front with the sporting house name on the back. The new shirts (yellow with green stripes for Donahue, and green with yellow stripes for Jackson) are a cool dry, sports plus microfibre that meet sun-safety requirements, and most importantly do not need ironing.
The Teaching of Reading

The following continues an extract from “First Steps In Reading”, and furthers the learning around the three cueing systems that effective readers use.

“The process of comprehending text is an interaction between the author and the reader that occurs within a social and cultural context, and is driven by the purpose of the reader. These contextual elements contribute significantly to the motivation and interest of the reader. The author contributes the words and an intended meaning within the text. The reader actively integrates range of strategies, including word identification and comprehension strategies, to interactively draw upon all available knowledge within the cues. Effective readers have automated many of these strategies, so they occur without conscious deliberation. By bringing in-head knowledge to interpret the information supplied by the author, the reader makes unique, personal meaning. Goodman 1996, say “The sense you make of a text is the sense you bring to it.”

Beginning readers may be unsure of the reading purpose, or even misconstrue the reading act. They may have limited knowledge within the graphophonics, syntactic and semantic cues. They may have a narrow range of reading strategies to access these cues. If the text is too difficult, leading to the mispronunciation of words and disconnected sentence fragments, the beginning reader will be unable to reconcile what is being read to meaningful oral language. Interference and inadequacies in one cueing source can weaken the interactive, rapid nature of the cueing system, and result in the erosion of fluency and comprehension.

Awards:

Prep/1
Reagan Bella and Brodi Clark- 20 gotchas.
Alyssa Bulgarelli, Bailey Perna and Jack Rowland - great "count on" work in maths rotations.

Year 1/2/3
Hannah Alway - working well in all areas.

Year 3/4/5
Braydon Dunbar-improvement in handwriting.
Lucy Hamblin-improvement in handwriting, reading and for being a good friend.
Braydon Dunbar and Claire Perna - 50 gotchas.

Year 6/7
Shiyka Heit- 100% in spelling test.
Clancy Robinson, Tiana O'Connor, Jack Camilleri, Sean Nicholas, Adele Malayta, Blake Holmes, Kiara Dunbar and Sarah Todd - 20 gotchas.

Queen Bee - 3/4/5

Reading challenge certificates presented.